

## BERRY SHOALS INTERMEDIATE

300 Shoals Road  
Duncan, South Carolina 29334

**GRADES** 4-6 Elementary School

**ENROLLMENT** 784 Students

**PRINCIPAL** Dr. Kathy Good 864-949-2300

**SUPERINTENDENT** Scott Turner 864-949-2350

**BOARD CHAIR** Bo Corne 864-949-0860

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	25	2	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	No

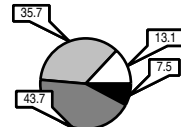
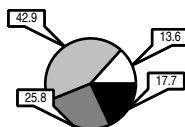
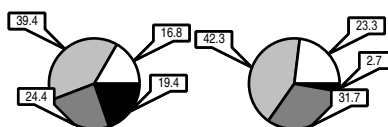
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	771	100.0	23.3	42.3	31.7	2.7	45.8	Yes	Yes
Gender									
Male	408	100.0	30.9	42.8	25.8	0.5	38.1		
Female	363	100.0	14.9	41.7	38.3	5.1	54.3		
Racial/Ethnic Group									
White	543	100.0	17.9	42.2	36.8	3.1	51.9	Yes	Yes
African-American	189	100.0	38.9	41.7	17.8	1.7	26.1	Yes	Yes
Asian/Pacific Islanders	17	100.0	23.5	47.1	23.5	5.9	64.7	I/S	I/S
Hispanic	19	100.0	26.7	46.7	26.7	0.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	671	100.0	15.9	44.9	36.1	3.1	52.2		
Disabled	100	100.0	72.9	25.0	2.1	0.0	3.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	771	100.0	23.3	42.3	31.7	2.7	45.8		
English Proficiency									
Limited English Proficient	12	100.0	50.0	33.3	16.7	0.0	25.0	I/S	I/S
Non-Limited English Proficient	759	100.0	22.9	42.4	32.0	2.8	46.1		
Socio-Economic Status									
Subsidized meals	268	100.0	38.3	43.5	17.3	0.8	27.8	Yes	Yes
Full-pay meals	503	100.0	15.7	41.6	39.0	3.7	54.9		

Mathematics - State Performance Objective = 15.5%									
All Students	771	100.0	16.8	39.4	24.4	19.4	59.1	Yes	Yes
Gender									
Male	408	100.0	16.5	40.5	23.2	19.8	59.8		
Female	363	100.0	17.1	38.3	25.7	18.9	58.3		
Racial/Ethnic Group									
White	543	100.0	11.3	38.2	26.7	23.9	65.8	Yes	Yes
African-American	189	100.0	34.4	42.8	15.6	7.2	36.7	Yes	Yes
Asian/Pacific Islander	17	100.0	0.0	35.3	35.3	29.4	88.2	I/S	I/S
Hispanic	19	100.0	20.0	53.3	26.7	0.0	53.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	671	100.0	12.5	38.5	26.9	22.1	65.0		
Disabled	100	100.0	45.8	45.8	7.3	1.0	19.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	771	100.0	16.8	39.4	24.4	19.4	59.1		
English Proficiency									
Limited English Proficient	12	100.0	8.3	66.7	25.0	0.0	58.3	I/S	I/S
Non-Limited English Proficient	759	100.0	16.9	39.0	24.4	19.7	59.1		
Socio-Economic Status									
Subsidized meals	268	100.0	28.6	47.6	15.7	8.1	39.9	Yes	Yes
Full-pay meals	503	100.0	10.8	35.3	28.8	25.1	68.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 4</b>	264	99.6	20.5	39.3	36.5	3.7	40.2
	<b>Grade 5</b>	244	100.0	34.3	48.7	17.0	N/A	17.0
	<b>Grade 6</b>	294	100.0	30.0	39.4	27.4	3.2	30.7
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 4</b>	236	100.0	15.3	32.2	49.6	3.0	52.5
	<b>Grade 5</b>	281	100.0	23.7	48.0	27.2	1.1	28.3
	<b>Grade 6</b>	254	100.0	31.1	45.0	19.9	4.0	23.9
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 4</b>	264	100.0	13.1	43.7	22.0	21.2	43.3
	<b>Grade 5</b>	244	100.0	20.0	50.9	19.1	10.0	29.1
	<b>Grade 6</b>	294	99.7	18.8	30.8	29.0	21.4	50.4
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 4</b>	236	100.0	12.7	41.9	27.1	18.2	45.3
	<b>Grade 5</b>	281	100.0	25.8	37.3	17.6	19.4	36.9
	<b>Grade 6</b>	254	100.0	13.9	38.6	27.5	19.9	47.4
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 784)				
First graders who attended full-day kindergarten	N/R	N/C	97.7%	100.0%
Retention rate	0.0%	N/A	1.9%	2.7%
Attendance rate	97.3%	Up from 95.1%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		2.5%	3.5%
Eligible for gifted and talented	25.1%	Up from 25.0%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.8%	Down from 17.1%	7.0%	8.2%
Older than usual for grade	0.5%	Down from 0.9%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%

Teachers (n= 58)				
Teachers with advanced degrees	72.4%	Up from 67.9%	53.8%	51.4%
Continuing contract teachers	87.9%	Up from 80.4%	88.1%	87.5%
Highly qualified teachers**	92.3%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.1%	86.7%
Teacher attendance rate	N/R	N/R	95.3%	94.9%
Average teacher salary	\$44,433	Up 3.9%	\$42,238	\$40,760
Prof. development days/teacher	10.2 days	Down from 11.0 days	10.7 days	12.4 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.3 to 1	20.6 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.8%	90.0%
Dollars spent per pupil*	\$5,806	Down 17.2%	\$5,559	\$6,044
Percent of expenditures for teacher salaries*	70.7%	Up from 62.1%	67.8%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.7%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Berry Shoals Intermediate School houses students in grades four, five, and six. There are almost eight hundred students in these grades who are placed in thirty-four regular classrooms where they are taught in two-member teaching teams. The school also serves students who are emotionally disabled and learning disabled in self-contained special education classrooms. Six instructional wings separate students by grade levels. Students in grade four attend computer lab and physical education classes twice weekly and also participate in art, music, and drama classes each week. Fifth and sixth grade students attend computer lab and physical education classes twice weekly, and they also select a performing arts class to attend daily. We offer band and orchestra to students beginning in fifth grade along with a fine arts course that covers art, music and drama.

This third year of school operation has been a wonderful year for Berry Shoals Intermediate School students, parents, and teachers. Students have been recognized for successful participation in activities such as band and solo ensemble performances, school and regional invention conventions, and other local and state competitions. Terrific Kids and Good School Citizens were recognized throughout the school year. We are extremely proud of the progress the students have made by working hard and trying their best in academic areas. The Parent Teacher Organization partnered with the YMCA Program to provide every child with a Swim Safety Day. Scientists and Artists-in-Residence Programs, performing arts concerts, the Fall Festival, and community mentors promoted home-school-community relations. Berry Shoals has been recognized internationally for the prestigious "Inviting Schools" Award by the International Alliance for Invitational Education and by the South Carolina State Department of Education as a "Red Carpet School". The 2003-04 school theme for Berry Shoals Intermediate was "Bee Happy." Our students and staff were able to celebrate their successes throughout the year on special "Bee Happy Days." We anticipate additional success stories in years to come as our theme for the 2004-05 school year will be to "Bee your Berry Best."

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	65	233	155
Percent satisfied with learning environment	98.5%	93.5%	88.2%
Percent satisfied with social and physical environment	100.0%	93.1%	88.2%
Percent satisfied with home-school relations	98.5%	93.1%	73.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.